

State Accountability Report Card 2004-05

The No Child Left Behind Act of 2001 requires each state to produce an annual report card that summarizes assessment results of students statewide and disaggregated by student subgroup. Information must also be included on high school graduation rates, teacher qualifications, other indicators used in each state's definition of Adequate Yearly Progress (AYP), and the AYP status of all schools and districts in the state. Questions about this state report card may be directed to the Evaluation, Research, and Analysis Unit in the Policy and Evaluation Division at (916) 319-0875.

**California Department of Education
February 2006**

Grade 2 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2003-04 and 2004-05

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2003-04	484,341	477,927	98	13	22	30	23	12
2004-05	476,211	469,352	98	12	19	28	28	14

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2004-05

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	36,081	35,375	98	15	22	30	25	9
American Indian or Alaska Native	3,712	3,654	98	12	20	29	28	11
Asian	37,648	37,199	99	5	9	21	36	29
Filipino	12,349	12,168	98	3	9	26	39	22
Hispanic or Latino	243,113	239,925	99	17	25	31	22	6
Pacific Islander	2,995	2,960	99	8	17	31	32	12
White (not Hispanic)	135,355	133,247	98	6	11	23	37	24
Subgroup								
Economically Disadvantaged	280,824	276,946	99	16	25	31	22	6
English Learners	175,064	172,808	99	19	28	31	18	4
Students with Disabilities	43,008	38,064	88	32	27	21	14	5
Migrant Education Services	14,408	14,306	99	25	31	28	14	2
Gender								
Male	244,420	240,043	98	14	20	27	27	12
Female	231,665	229,198	99	10	18	28	30	15

Note: The state goal for Adequate Yearly Progress for English-language arts is 24.4 percent of students at or above Proficient

Grade 2 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2003-04 and 2004-05

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2003-04	484,341	477,675	99	5	20	25	28	23
2004-05	476,211	468,934	99	5	17	22	28	28

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2004-05

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	36,081	35,302	98	9	24	25	25	17
American Indian or Alaska Native	3,712	3,649	98	4	18	24	30	24
Asian	37,648	37,194	99	2	7	13	25	53
Filipino	12,349	12,158	98	2	9	18	32	40
Hispanic or Latino	243,113	239,696	99	6	23	26	27	17
Pacific Islander	2,995	2,958	99	4	16	25	30	26
White (not Hispanic)	135,355	133,157	98	2	8	16	31	42
Subgroup								
Economically Disadvantaged	280,824	276,630	98	7	23	26	27	18
English Learners	175,064	172,660	99	7	25	26	26	17
Students with Disabilities	43,008	38,040	88	22	26	19	19	14
Migrant Education Services	14,408	14,302	99	8	28	27	25	12
Gender								
Male	244,420	239,849	98	5	16	21	28	29
Female	231,665	228,976	99	4	18	23	28	27

Note: The state goal for Adequate Yearly Progress for mathematics is 26.5 percent of students at or above Proficient

Grade 3 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2003-04 and 2004-05

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2003-04	492,556	486,210	99	17	22	31	21	9
2004-05	483,232	476,814	99	15	22	31	21	10

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2004-05

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	36,885	36,248	98	20	25	33	17	5
American Indian or Alaska Native	3,874	3,818	98	17	23	33	20	6
Asian	38,526	38,106	99	6	12	27	30	24
Filipino	12,539	12,388	99	5	14	35	32	14
Hispanic or Latino	243,500	240,582	99	22	29	32	14	3
Pacific Islander	2,947	2,921	99	11	23	37	23	7
White (not Hispanic)	140,361	138,239	98	7	12	29	32	19
Subgroup								
Economically Disadvantaged	284,504	280,867	99	22	28	32	14	3
English Learners	169,416	167,339	99	26	32	30	10	2
Students with Disabilities	49,965	45,156	90	44	24	19	9	4
Migrant Education Services	14,310	14,188	99	31	32	27	9	1
Gender								
Male	247,579	243,588	98	18	23	31	20	9
Female	235,552	233,141	99	13	21	32	23	12

Note: The state goal for Adequate Yearly Progress for English-language arts is 24.4 percent of students at or above Proficient.

Grade 3 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2003-04 and 2004-05

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2003-04	492,556	485,978	99	4	23	25	27	21
2004-05	483,232	476,522	99	4	19	22	30	24

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2004-05

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	36,885	36,182	98	8	28	25	26	13
American Indian or Alaska Native	3,874	3,813	98	5	23	24	31	17
Asian	38,526	38,112	99	1	7	12	28	52
Filipino	12,539	12,379	99	1	8	17	36	38
Hispanic or Latino	243,500	240,466	99	5	25	26	29	14
Pacific Islander	2,947	2,917	99	3	19	24	33	21
White (not Hispanic)	140,361	138,152	98	2	11	17	34	36
Subgroup								
Economically Disadvantaged	284,504	280,660	99	5	26	26	29	15
English Learners	169,416	167,281	99	6	28	27	27	13
Students with Disabilities	49,965	45,123	90	19	33	19	18	11
Migrant Education Services	14,310	14,181	99	7	31	28	25	10
Gender								
Male	247,579	243,426	98	5	19	21	30	26
Female	235,552	233,010	99	3	19	23	31	23

Note: The state goal for Adequate Yearly Progress for mathematics is 26.5 percent of students at or above Proficient

Grade 4 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2003-04 and 2004-05

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2003-04	496,865	490,486	99	9	18	34	23	16
2004-05	490,836	484,384	99	9	14	30	27	20

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2004-05

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	38,666	37,992	98	12	18	34	24	11
American Indian or Alaska Native	4,040	3,976	98	9	15	34	27	16
Asian	39,099	38,652	99	4	6	20	29	41
Filipino	12,702	12,551	99	3	6	25	35	31
Hispanic or Latino	243,151	240,295	99	12	19	37	23	9
Pacific Islander	3,097	3,062	99	6	12	33	32	16
White (not Hispanic)	145,627	143,535	98	4	7	22	33	35
Subgroup								
Economically Disadvantaged	287,334	283,719	99	12	19	36	23	9
English Learners	153,148	151,131	99	16	25	40	16	3
Students with Disabilities	53,536	48,568	91	32	24	24	12	7
Migrant Education Services	14,367	14,285	99	18	24	38	16	4
Gender								
Male	251,663	247,616	98	11	15	30	26	18
Female	239,010	236,623	99	6	12	30	28	23

Note: The state goal for Adequate Yearly Progress for English-language arts is 24.4 percent of students at or above Proficient.

Grade 4 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2003-04 and 2004-05

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2003-04	496,865	490,189	99	3	24	28	27	18
2004-05	490,836	484,073	99	5	19	25	24	26

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2004-05

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	38,666	37,918	98	11	29	28	20	14
American Indian or Alaska Native	4,040	3,975	98	6	22	28	24	19
Asian	39,099	38,665	99	2	6	14	24	54
Filipino	12,702	12,550	99	2	8	21	30	40
Hispanic or Latino	243,151	240,174	99	6	25	30	22	16
Pacific Islander	3,097	3,061	99	4	18	28	27	24
White (not Hispanic)	145,627	143,421	98	3	11	21	27	38
Subgroup								
Economically Disadvantaged	287,334	283,510	99	7	26	29	22	16
English Learners	153,148	151,084	99	8	30	31	20	12
Students with Disabilities	53,536	48,519	91	23	34	20	12	10
Migrant Education Services	14,367	14,282	99	8	29	31	20	12
Gender								
Male	251,663	247,445	98	6	20	24	23	27
Female	239,010	236,482	99	4	19	26	25	26

Note: The state goal for Adequate Yearly Progress for mathematics is 26.5 percent of students at or above Proficient.

Grade 5 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2003-04 and 2004-05

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2003-04	496,485	490,222	99	13	16	31	24	16
2004-05	495,901	489,325	99	12	13	32	26	17

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2004-05

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	40,615	39,926	98	12	18	34	24	11
American Indian or Alaska Native	4,082	4,014	98	13	15	33	27	12
Asian	39,990	39,468	99	5	6	23	31	35
Filipino	12,516	12,339	99	4	7	29	36	24
Hispanic or Latino	242,861	240,021	99	17	18	38	21	6
Pacific Islander	3,149	3,112	99	10	14	37	27	13
White (not Hispanic)	148,989	146,755	99	6	7	25	33	30
Subgroup								
Economically Disadvantaged	288,922	285,250	99	17	18	37	21	7
English Learners	138,018	136,076	99	24	25	39	11	2
Students with Disabilities	54,298	49,251	91	42	21	23	10	5
Migrant Education Services	14,822	14,715	99	25	22	36	14	3
Gender								
Male	254,328	250,282	98	15	15	31	24	15
Female	241,421	238,909	99	9	12	33	28	18

Note: The state goal for Adequate Yearly Progress for English-language arts is 24.4 percent of students at or above Proficient.

Grade 5 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2003-04 and 2004-05

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2003-04	496,485	489,955	99	10	25	27	26	12
2004-05	495,901	489,008	99	12	20	23	25	19

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2004-05

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	40,615	39,888	98	21	27	24	20	8
American Indian or Alaska Native	4,082	4,008	98	16	24	26	24	11
Asian	39,990	39,481	99	4	8	15	28	46
Filipino	12,516	12,335	99	4	11	21	33	30
Hispanic or Latino	242,861	239,848	99	15	26	26	22	10
Pacific Islander	3,149	3,111	99	11	20	25	29	15
White (not Hispanic)	148,989	146,652	98	7	13	21	30	28
Subgroup								
Economically Disadvantaged	288,922	285,022	99	16	26	26	22	10
English Learners	138,018	136,033	98	20	31	26	17	5
Students with Disabilities	54,298	49,174	91	41	27	15	11	6
Migrant Education Services	14,822	14,708	99	19	30	26	19	6
Gender								
Male	254,328	250,113	98	14	20	22	24	19
Female	241,421	238,760	99	10	20	25	27	18

Note: The state goal for Adequate Yearly Progress for mathematics is 26.5 percent of students at or above Proficient.

Grade 6 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2003-04 and 2004-05

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2003-04	493,244	486,401	99	10	19	36	24	12
2004-05	493,931	486,589	99	11	17	34	24	14

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2004-05

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	40,685	39,798	98	17	23	36	18	6
American Indian or Alaska Native	3,981	3,904	98	11	19	38	22	10
Asian	40,365	39,971	99	4	9	27	30	30
Filipino	12,594	12,470	99	3	9	34	34	19
Hispanic or Latino	237,239	234,091	99	15	24	38	17	5
Pacific Islander	3,108	3,074	99	10	18	39	23	10
White (not Hispanic)	151,815	149,475	98	5	9	29	32	26
Subgroup								
Economically Disadvantaged	276,852	272,742	98	16	24	38	17	5
English Learners	117,708	115,631	98	25	34	34	6	1
Students with Disabilities	51,818	46,522	90	40	29	21	7	3
Migrant Education Services	14,668	14,579	99	21	28	37	12	3
Gender								
Male	253,351	248,952	98	14	19	33	22	13
Female	240,221	237,526	99	8	15	35	25	16

Note: The state goal for Adequate Yearly Progress for English-language arts is 24.4 percent of students at or above Proficient.

Grade 6 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

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Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2003-04	493,244	486,041	99	7	27	31	23	12
2004-05	493,701	486,091	98	9	24	27	26	14

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2004-05

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	40,685	39,683	98	17	34	27	17	5
American Indian or Alaska Native	3,981	3,892	98	10	29	29	23	9
Asian	40,365	39,959	99	3	10	19	31	38
Filipino	12,594	12,465	99	3	14	27	35	21
Hispanic or Latino	237,239	233,892	99	12	32	30	20	6
Pacific Islander	3,108	3,069	99	10	25	30	25	10
White (not Hispanic)	151,815	149,327	98	4	14	24	35	23
Subgroup								
Economically Disadvantaged	276,852	272,396	98	12	32	29	20	6
English Learners	117,708	115,539	98	17	42	27	11	2
Students with Disabilities	51,818	46,412	90	35	38	16	8	3
Migrant Education Services	14,668	14,568	99	14	36	29	17	4
Gender								
Male	253,351	248,645	98	10	24	26	25	15
Female	240,221	237,332	99	7	25	28	26	13

Note: The state goal for Adequate Yearly Progress for mathematics is 26.5 percent of students at or above Proficient.

Grade 7 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2003-04 and 2004-05

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2003-04	502,212	494,602	99	12	18	33	25	11
2004-05	493,931	485,979	98	10	17	30	30	13

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2004-05

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	40,570	39,501	97	16	23	33	23	6
American Indian or Alaska Native	4,204	4,106	98	11	19	33	28	9
Asian	40,929	40,585	99	4	8	21	37	29
Filipino	12,721	12,557	99	3	8	28	43	18
Hispanic or Latino	229,969	226,456	98	14	23	35	23	5
Pacific Islander	3,141	3,106	99	8	18	35	31	9
White (not Hispanic)	158,094	155,535	98	5	10	25	38	23
Subgroup								
Economically Disadvantaged	257,398	252,865	98	15	23	34	23	5
English Learners	106,104	104,073	98	25	34	32	8	1
Students with Disabilities	49,857	44,677	90	40	31	20	8	2
Migrant Education Services	14,180	14,055	99	20	28	33	17	2
Gender								
Male	253,477	248,623	98	13	19	29	27	11
Female	240,299	237,222	99	7	15	30	32	16

Note: The state goal for Adequate Yearly Progress for English-language arts is 24.4 percent of students at or above Proficient.

Grade 7 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2003-04 and 2004-05

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2003-04	502,212	493,963	98	11	27	30	23	10
2004-05	493,931	485,346	98	11	25	27	24	13

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2004-05

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	40,570	39,391	97	20	35	27	15	4
American Indian or Alaska Native	4,204	4,093	97	12	29	29	22	7
Asian	40,929	40,565	99	3	9	19	32	37
Filipino	12,721	12,544	99	4	15	29	34	19
Hispanic or Latino	229,969	226,174	98	14	33	30	18	5
Pacific Islander	3,141	3,100	99	10	27	31	24	9
White (not Hispanic)	158,094	155,365	98	6	16	26	33	19
Subgroup								
Economically Disadvantaged	257,398	252,481	98	15	33	29	18	5
English Learners	106,104	103,946	98	22	42	25	9	2
Students with Disabilities	49,857	44,547	89	38	39	14	6	2
Migrant Education Services	14,180	14,057	99	17	35	29	15	4
Gender								
Male	253,477	248,259	98	12	26	26	24	13
Female	240,299	236,953	99	10	25	29	25	12

Note: The state goal for Adequate Yearly Progress for mathematics is 26.5 percent of students at or above Proficient.

Grade 8 English-Language Arts

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in English-Language Arts, 2003-04 and 2004-05

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2003-04	503,062	494,184	98	12	19	36	22	11
2004-05	501,335	492,628	98	10	18	33	24	15

California Standards Test Results in English-Language Arts Disaggregated by Student Subgroup, 2004-05

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	41,701	40,500	97	16	25	35	18	6
American Indian or Alaska Native	4,225	4,119	97	11	20	34	24	11
Asian	41,213	40,817	99	5	10	26	29	29
Filipino	13,133	12,992	99	3	11	36	33	18
Hispanic or Latino	228,301	224,677	98	14	25	37	18	5
Pacific Islander	3,167	3,125	99	9	20	38	23	9
White (not Hispanic)	165,171	162,209	98	5	10	27	32	26
Subgroup								
Economically Disadvantaged	250,680	245,816	98	15	25	37	17	5
English Learners	100,665	98,540	98	25	38	31	5	1
Students with Disabilities	51,169	45,929	90	39	33	20	6	2
Migrant Education Services	13,731	13,639	99	18	29	37	13	2
Gender								
Male	256,473	251,317	98	14	21	31	21	13
Female	244,684	241,160	99	7	16	34	26	16

Note: The state goal for Adequate Yearly Progress for English-language arts is 24.4 percent of students at or above Proficient.

Grade 8 Mathematics

The California Standards Tests show how well students are doing in relation to the state content standards. Student scores are reported as performance levels. The five performance levels are Advanced (exceeds state standards), Proficient (meets state standards), Basic (approaching state standards), Below Basic (below state standards), and Far Below Basic (well below state standards). Students scoring at the Proficient or Advanced level meet state standards in that content area. More information can be found at the California Department of Education Web site at <http://star.cde.ca.gov/>.

California Standards Test Results in Mathematics, 2003-04 and 2004-05

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
2003-04	503,062	479,142	95	13	28	30	23	6
2004-05	500,981	491,288	98	11	27	30	25	7

California Standards Test Results in Mathematics Disaggregated by Student Subgroup, 2004-05

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages				
				Far Below Basic	Below Basic	Basic	Proficient	Advanced
Ethnic Group								
African American	41,656	40,293	97	20	38	27	13	2
American Indian or Alaska Native	4,223	4,099	97	12	30	31	22	4
Asian	41,200	40,792	99	3	11	23	38	25
Filipino	13,132	12,982	99	4	19	34	34	9
Hispanic or Latino	228,165	224,084	98	15	35	31	16	2
Pacific Islander	3,163	3,116	99	10	29	34	23	5
White (not Hispanic)	165,057	161,829	98	5	18	32	35	10
Subgroup								
Economically Disadvantaged	252,699	247,252	98	16	35	30	16	3
English Learners	152,165	149,795	98	16	37	30	15	3
Students with Disabilities	51,395	45,846	89	35	42	16	6	1
Migrant Education Services	13,719	13,611	99	16	37	2	14	2
Gender								
Male	256,276	250,480	98	12	27	29	24	8
Female	244,537	240,677	98	10	27	32	25	7

Note: The state goal for Adequate Yearly Progress for mathematics is 26.5 percent of students at or above Proficient.

Grade 10 English-Language Arts

The California High School Exit Exam (CAHSEE) is one measure of whether students have mastered the skills necessary for high school graduation. Results from the tenth grade administration of the CAHSEE are used to evaluate the Adequate Yearly Progress (AYP) of high schools. More information on the CAHSEE can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

California High School Exit Exam Results in English-Language Arts, 2003-04 and 2004-05

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages		
				Not Proficient	Proficient	Advanced
2003-04	473,383	454,438	96	51	21	28
2004-05	480,590	460,377	96	51	22	28

California High School Exit Exam Results in English-Language Arts Disaggregated by Student Subgroup, 2004-05

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages		
				Not Proficient	Proficient	Advanced
Ethnic Group						
African American	40,994	38,181	93	68	18	14
American Indian or Alaska Native	4,459	4,162	93	56	22	21
Asian	43,116	42,489	99	33	21	45
Filipino	13,779	13,501	98	37	26	37
Hispanic or Latino	201,012	191,332	95	67	19	14
Pacific Islander	3,326	3,225	97	58	22	19
White (not Hispanic)	168,970	163,214	97	33	25	41
Subgroup						
Economically Disadvantaged	201,009	191,066	95	69	18	13
English Learners	127,361	122,139	96	75	16	9
Students with Disabilities	47,872	41,701	87	90	7	3
Migrant Education Services	12,013	11,635	97	78	14	8
Gender						
Male	245,472	234,277	95	54	21	23
Female	234,959	225,961	96	45	22	33

Note: The state goal for Adequate Yearly Progress for English-language arts is 22.3 percent of students at or above Proficient.

Grade 10 Mathematics

The California High School Exit Exam (CAHSEE) is one measure of whether students have mastered the skills necessary for high school graduation. Results from the tenth grade administration of the CAHSEE are used to evaluate the Adequate Yearly Progress (AYP) of high schools. More information on the CAHSEE can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/tg/hs/>.

California High School Exit Exam Results in Mathematics, 2003-04 and 2004-05

Year	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages		
				Not Proficient	Proficient	Advanced
2003-04	475,026	455,828	96	54	32	14
2004-05	481,406	460,626	96	54	31	14

California High School Exit Exam Results in Mathematics Disaggregated by Student Subgroup, 2004-05

	Total Enrollment	Number Tested	Percent Tested	Proficiency Percentages		
				Not Proficient	Proficient	Advanced
Ethnic Group						
African American	41,152	38,297	93	76	20	4
American Indian or Alaska Native	4,465	4,173	93	62	30	8
Asian	43,070	42,386	98	24	36	40
Filipino	13,797	13,507	98	39	42	19
Hispanic or Latino	201,498	191,573	95	71	24	5
Pacific Islander	3,326	3,232	97	60	32	8
White (not Hispanic)	169,122	163,132	96	38	41	21
Subgroup						
Economically Disadvantaged	201,432	191,235	95	71	23	6
English Learners	127,525	122,091	96	72	22	6
Students with Disabilities	47,939	41,663	87	90	8	2
Migrant Education Services	12,008	11,622	97	75	21	4
Gender						
Male	245,603	234,097	95	54	31	15
Female	235,644	226,376	96	55	31	13

Note: The state goal for Adequate Yearly Progress for mathematics is 20.9 percent of students at or above Proficient.

Academic Performance Index

The Academic Performance Index (API) is a score ranging from 200 to 1000 that annually measures the academic performance and progress of individual schools in California. More information on the API can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ap/index.asp>.

The API is one component of California's definition of Adequate Yearly Progress (AYP), required under the No Child Left Behind Act of 2001 (NCLB). A procedure established by NCLB determined the statewide API goal. The API goal under AYP will increase over time so that all schools are expected to reach 800 by 2013-14.

Actual Statewide API Compared to Statewide API Goal, 2004-05

Statewide API	Statewide API Goal
709	590

High School Graduation Rate

The high school graduation rate is a required component of California's definition of Adequate Yearly Progress (AYP), required under the No Child Left Behind Act of 2001 (NCLB). The graduation rate is calculated by dividing the number of high school graduates by the sum of dropouts for grades 9 through 12, in consecutive years, plus the number of graduates. A procedure established by NCLB determined the statewide graduation rate goal.

Actual Statewide Graduation Rate Compared to Statewide Graduation Rate Goal, 2003-04

Statewide Graduation Rate	Statewide Graduation Rate Goal
85.1%	82.9%

Adequate Yearly Progress Status

The federal No Child Left Behind Act (NCLB) requires that all students perform at or above the Proficient level on the state's standards-based assessments by 2013-14. In order to achieve this goal, districts and schools must make Adequate Yearly Progress (AYP) in meeting minimum annual measurable objectives in English-language arts and mathematics. Detailed information about AYP can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/index.asp>.

Schools and local educational agencies (LEAs) that do not make AYP for two consecutive years enter Program Improvement (PI). PI is a federal intervention program where schools and LEAs are subject to increasingly severe sanctions for each year they do not make AYP. The list of all schools and LEAs identified for PI can be found at the California Department of Education Web site at <http://www.cde.ca.gov/ta/ac/ay/index.asp>.

Note: LEA refers to school districts, county offices of education that operate schools, and direct-funded charter schools.

Adequate Yearly Progress and Program Improvement Status of Local Educational Agencies (LEAs) and Schools, 2004-05

	Adequate Yearly Progress (AYP) Status			Program Improvement (PI) Status		
	Total Number of LEAs/Schools	Number Making AYP	Percent Making AYP	Total Number of "Eligible" LEAs/Schools*	Number in PI	Percent in PI
LEAs	1,035	624	60.3%	967	154	15.9%
Schools	9,410	5,792	61.6%	5,905	1,746	29.6%

*Only schools and LEAs receiving Title I funding are eligible for PI identification and interventions. Single-school districts and direct-funded charter schools are included among the total number of eligible schools rather than the total number of eligible LEAs. Figures used are based on AYP data released on February 3, 2006, and PI data released on February 14, 2006.

Teacher Qualifications

The No Child Left Behind Act (NCLB) requires that all teachers teaching in core academic subjects be “highly qualified” not later than the end of the 2005-06 school year. In general, NCLB requires that each teacher must have: (1) a Bachelor’s degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject taught. More information on teacher qualifications required by NCLB can be found at the California Department of Education Web site: <http://www.cde.ca.gov/nclb/sr/tq/index.asp>

Type of Teacher Credential, 2004-05

Type of Credential	Percent*
Full	93.3
Alternative routes to certification (District Internship/University Internship)	4.3
Pre-Internship	0.9
Teachers with Emergency Permits (not qualified for a credential or internship but meeting minimum requirements)	3.5
Waiver	0.4

*Teacher credential data may not have been submitted or a teacher may hold more than one type of credential. As a result, percentages reported in this table may not add to 100 percent.

Teacher Education Level, 2004-05

Education Level	Percent
Doctorate	0.9
Master’s Degree + 30 or more semester hours	14.7
Master’s Degree	17.4
Bachelor’s Degree + 30 or more semester hours	47.1
Bachelor’s Degree	19.2
Less than Bachelor’s Degree	0.5
None Reported	0.0

Percent of Core Academic Courses Taught by Highly Qualified Teachers, 2004-05

	Percent of Core Academic Courses	
	Not Taught by Highly Qualified Teachers	Taught by Highly Qualified Teachers
Statewide	26.0	74.0
In High-Poverty Schools	35.0	65.0
In Low-Poverty Schools	21.0	79.0